Tips for Starting an IEP (Meeting Purpose through PLAAFPs)

1. Choose the student for whom the IEP will be written.
2. Select the student's IEP Team by following this pathway:
   a. Student Information>Team>Select IEP Team
   b. Staff that are associated with the school can be selected from the menu to be added to the student's IEP Team.
3. Navigate to the EC Process Tab and select "IEP".
4. The first tab is the meeting purpose.
   a. Please note that IEP information was migrated as a pdf to the documents page not as data to the workspace. Therefore, an Addendum IEP is not possible until the first annual is developed in ECATS or the current IEP is put into ECATS first drafted, then Addendum is selected and the additional information is added, drafted and subsequently finalized when the IEP Team makes its final decision.
5. The next tab is "Assessment Summary".
   a. Once users arrive at the Assessment Summary, choose "Add Assessments" and select the "Custom Assessment" tab.
   b. The Custom Assessment Tab allows users to put in the data portion of the Present Levels of Performance for access later in the IEP writing process. Users can note this area as "Progress Monitoring" on the Assessment Summary screen. See the screenshot below. (Please note – this is an example of *one* way to enter data for PLAAFPs)

6. The next page is "Sources of Relevant Information". This page is where the user can bring in the custom assessments that relate to the progress monitoring of the previous IEP and form the basis of the current present levels of performance for the new IEP. This tab will also allow the user to select each area of need that the IEP Team will discuss and determine whether or not specially designed instruction is required. Please see the following screenshots:

Example 9.22.19

ECATS

    a. The preceding screen demonstrates how the user can select each area assessed (potential area of need) to link to the Present Levels of Performance and the progress monitoring data documented for "Reading" in the Assessment Summary.

7. Users will see a new screen that identifies all the selected areas assessed. At this screen, the users can select the data associated with each area assessed from the Assessment Summary.

Source Of Relevant Info　　　　　　　　　　　　　　　Beth Test - 112256 | 05/24/2009
DPI Test School | TST

Relevant Data　　　　　　　　　　　　　　　　　　　ADD/REMOVE ADDITIONAL AREAS

⊞ Reading　　　　　　　　　　　　　　　→　　　ADD/REMOVE EXISTING DATA

BACK　　SHOW SECTION　　SAVE　　SAVE & CONTINUE >>

Add Existing Data　　　　　　　　　　　　　　　　　Beth Test - 112256 | 05/24/2009
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⊟ Add Assessment(s)　←

Add	Assessment(s)	Date
☐	testa	
☐	reading	
☑	Reading　←	
☐	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-II) Parent Form	08/29/2019

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8. After the user "Saves and Continues", the user is now ready for the Present Levels of Performance.

Present Level(s) of Academic and Functional Performance　　　Beth Test - 112256 | 05/24/2009
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Present Levels

ⓘ　For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.

Reading:　Mario is able to accurately read 9/10 closed syllable words containing consonants blends and digraphs. He can decode CVC words with blends (ie: sp-, br-), but does not decode words with long vowel patterns (CVCe) or vowel team syllables. He is unable to apply phonics and word analysis skills to decode unfamiliar words in 2nd grade levels passages with accuracy and automaticity. This also affects his comprehension of materials because he must stop frequently when encountering unfamiliar words. He is unable to independently respond to questions after reading passages at this level, but is able to respond when given moderate verbal cues on where locate the information in the text.

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9. The following screenshot demonstrates the "Show Section" feature. This allows users to see how the information put into the database is documented on the EC form.

Example 9.22.19

Present Level(s) of Academic and Functional Performance

Complete the current descriptive information by using norm-referenced, criterion-referenced, or any other valid data sources, as well as descriptive information for each of the relevant areas. Include current academic and functional performance, behaviors, social/emotional development, transition and other pertinent information. All areas assessed should be addressed and a determination made as to whether the data indicates an area is in need of specially designed instruction.

AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI) must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

Area Assessed:	Source(s) of Relevant Information:	Area in Need of SDI:
Reading	· Reading	Yes

The data associated with the source WILL print. This error is being repaired.

Present Level of Performance:

Mario is able to accurately read 9/10 closed syllable words containing consonants blends and digraphs. He can decode CVC words with blends (ie: sp-, br-), but does not decode words with long vowel patterns (CVCe) or vowel team syllables. He is unable to apply phonics and word analysis skills to decode unfamiliar words in 2nd grade levels passages with accuracy and automaticity. This also affects his comprehension of materials because he must stop frequently when encountering unfamiliar words. He is unable to independently respond to questions after reading passages at this level, but is able to respond when given moderate verbal cues on where locate the information in the text.

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